

II. LITERATURE REVIEW

This chapter discusses (1) concept of writing skills, (2) teaching writing, (3) concept of paragraph writing, (4) concept of descriptive writing, (5) concept of sentence combining, (6) teaching descriptive paragraph by using sentence combining, (7) theoretical assumption, and (8) Hypothesis and will be clarified as below.

2.1 Concept of Writing Skills

Writing is a process of expressing ideas, thought, and feeling of the writer by using a conventional system, so the reader understands the message of information sent. Linderman, (1983: 3) says that writing is a process of communication which uses conventional graphic system to convey message to a reader. Papalia adds that writing is a system of graphic symbol used to convey message and record ideas on paper (1969:116). It means that writing is the way how to express the writer's idea, thought, so that he can communicate with others through the written form.

Raimes (1983:3) states that writing reinforces us to use structure, idiom, and vocabulary which we have studied in the previous lesson. Furthermore, she also explains that the other aspects of language skill are involved when the students apply their ideas on a paper.

Moreover, Raimes (1983: 76) says that writing is a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as means of communication.

Writing includes certain components. According to Haris (1979:68-89) they are content, grammar, form, vocabulary, punctuation. Content means the substance of the writing, the idea expressed (unity). Grammar means the employment of grammatical forms and synthetic patterns. Form means the organization of content (coherence). Vocabulary means the selection of word that suitable with the content. Punctuation means the conventional devices used to clarify the meaning. It means that writing can not be separated among of them, it should complete each other.

Furthermore, Lorch (1984:26-28) specifically mentions that in order to be effective; a piece of composition should meet the following qualities; they are:

1. Reader- centered: an effective writing is characterized by its intents to communicate with the readers. Writers need to know how the reader is to be able to select appropriate content and to express it in an appropriate form and style.
2. Purposeful: an effective writing has clear purpose. A writer must know precisely what he is attempting to communicate. Thus, it exhibits an appropriate organization and appropriate use of language adjusted to the function of writing.

3. Ordered arrangement: an effective writing is orderly. It must follow some reasonable order that the reader recognize and follow. In other word, each sentence and in paragraphs or essay should be ordered in logical arrangement.
4. Unified idea: effective writing shows consistent development of the idea that our text intends to explain. It must discuss one topic only and contain no sentences or paragraph that do not relate directly to the purpose of the writing.
5. Coherence paragraph: effective writing exhibits coherence when it is put together in a way that gives the reader a sense of a smooth whole. The sentences follow each other in a reasonable and understandable way.
6. Correct forms: it demonstrates n acceptable command of the conventions of grammar, punctuation, and spelling as they are used in the standard dialect.
7. Complete information: additionally, McCrimon (1984:201) adds the element of completeness as a quality of effective writing. It must say all that the readers need to know about the topic. That is it must be complete enough to do what it is intended to do.

In short, it can be said that writing skills require the learners a careful writing. The plan should be adapted to ensure proper length, unity, coherence, logical development and organization of ideas.

2.2. Concept of Paragraph Writing

Teaching writing for senior high school stresses on the paragraph writing. Lindbloom (1983:20) defines a paragraph as a unit composition and section which is marked off in the development of the written piece. Additionally, he says that a

paragraph ordinarily contains several sentences expressing and developing one idea. Meanwhile, Lorch (1984:78) states that a paragraph is the smallest unit of writing that can effectively present an argument and the proof of the argument.

In addition, a paragraph is a basic unit or organization in writing in which a group of related sentence develops one main idea. A paragraph can be as short as one main sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly (Oshima and Hoque, 1981:3).

Moreover, Haque and Alice (1990:3) say that a paragraph has three basic parts: first, topic sentence which states the main idea of the paragraph. It not only names the topic of the paragraph, but also limits the topic to one or two areas that can be discussed completely in the space of single paragraph. Second, Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reason, example, facts, statistics, and quotation. Third, concluding sentence signs the end of the paragraph and leaves the reader with important points to remember.

In addition, taken from <http://faculty.washington.edu/ezent/impd>, A paragraph is a collection of sentences which all relate to one main idea or topic and it should be effective. Effective paragraphs have four main characteristics: a topic sentence, unity, coherence, and adequate development. Each of these characteristics is discussed below.

2.2.1 Unity

Unity refers to the extent to which all of the ideas contained within a given paragraph "hang together" in a way that is easy for the reader to understand. When the writer changes to a new idea, one which is not consistent with the topic sentence of the paragraph, the writer should begin a new paragraph. Unity is important because it aids the reader in following along with the writer's ideas. The reader can expect that a given paragraph will deal only with one main topic; when a new paragraph begins, this signals that the writer is moving on to a new topic.

Here is the example:

"Employees' attitudes at Jonstone Electric Company should be improved. The workers do not feel that they are a working team instead of just individuals. If people felt they were a part of a team, they would not misuse the tools, or deliberately undermine the work of others. Management's attitude toward its employees should also be improved. Managers at Jonstone Electric act as though their employees are incapable of making decisions or doing their own work. Managers treat workers like objects, not human beings."

2.2.2 Coherence

Coherence refers to the extent to which the flow of ideas in a paragraph is easily understood by the reader. For this reason, coherence is closely related to unity.

When a writer changes main ideas or topics within a paragraph, confusion often results. To achieve coherence, then, a writer should show how all of the ideas contained in a paragraph are relevant to the main topic. Below is presented as the example:

"Schools should offer courses to help students with the problems of unemployment. Such a course might begin with a discussion of where to find employment, then cover resume writing and interviewing. Algebra and history don't help students with real-world needs. They are required courses that students aren't interested in, and this is frustrating for students who would rather learn about other subjects. If schools offered job-skills courses, students would be well prepared for the difficult task of finding a job once they finish school."

2.2.3 Adequate Development

A paragraph is adequately developed when it describes, explains and supports the topic sentence. If the "promise" of the topic sentence is not fulfilled, or if the reader is left with questions after reading the paragraph, the paragraph has not been adequately developed. Generally speaking, a paragraph which consists of only two or three sentences is under-developed. A good rule of thumb to follow is to make sure that a paragraph contains at least four sentences which explain and elaborate on the topic sentence, e.g:

"The topics of leadership and management are both similar to and different from one another in several important ways. To be effective, a manager should be a good leader. And good leaders know how to manage people effectively."

2.2.4 Topic Sentences

Beginning a paragraph with a topic sentence is one of the best ways to achieve clarity and unity in one's writing. The function of a topic sentence is to describe what the paragraph will be about, such that the reader has clear expectations about what will follow. An effective topic sentence typically contains only one main idea. The remainder of the paragraph then develops that idea more fully, offering supporting points and examples, e.g:

"An increasing number of people in America are enjoying the benefits of organically grown fruits and vegetables."

This topic sentence indicates that the remainder of the paragraph will cover the trend in the United States toward eating organic foods. The reader can also anticipate learning more in this paragraph about the specific benefits of organic foods.

To be clearer, here is the example of effective paragraph:

A midwinter vacation at Club Palm Resort has its good points and bad points. The beaches are clean and uncrowned. The surrounding countryside is lush and soothing to winter-weary eyes. Furthermore, being able to take sailing and scuba diving lessons, while friends back home shovel snow, makes the outdoor activities extra-enjoyable. On the other hand, several features of Club Palm Resort are substandard. The food is poor, and, because the club is isolated, eating elsewhere is impossible. Security could also be better, as thefts from several guests' rooms indicated. So, for some vacationers, nice scenery and fun activities may not be enough to offset the possibility of poor service and lax security.

It can be seen that the above paragraph has the main idea, i.e; *A midwinter vacation at Club Palm Resort has its good points and bad points.* And the supporting sentences are: *The beaches are clean and uncrowned. The surrounding countryside is lush and soothing to winter-weary eyes. Furthermore, being able to take sailing and scuba diving lessons, while friends back home shovel snow, makes the outdoor activities extra-enjoyable. On the other hand, several features of Club Palm Resort are substandard. The food is poor, and, because the club is isolated, eating elsewhere is impossible. Security could also be better, as thefts from several guests' rooms indicated.* And the concluding sentence is: *So, for some vacationers, nice scenery and fun activities may not be enough to offset the possibility of poor service and lax security.*

This model of paragraph is called effective because an effective paragraph has the four characteristics that is a topic sentence, unity, coherence, and adequate development Bob Brooke (2001: 2).

Referring to the statement of the paragraph above, it can be concluded that paragraph is a part of writing that consists of one to ten sentences that develop one main idea. A paragraph also should have developing sentence that will present all

information to express one main idea, and have conclusion that tells us that the writer has finished discussing the ideas, and it is also supported by unity of paragraph that shows the relation between idea of topic idea and supporting idea and coherence that the paragraph has sentences that are logically arranged and flow smoothly.

2.3 Types of Writing

According to Smalley and ruetten (1986:25) there are four main types of writing.

That is:

2.3.1 Narrative Text

narrative text is story telling. It involves writing about an event or a series of event, real or fictitious. In narration, events are recounted in the order in which they occur. However, the purpose of the narrative writing is not usually, just to relate a sequence of events. A narrative may contain a particular message that the writer wants to get across. Here is the example:

A long, long time ago, there lived two brothers in a village. They were both older very poor, but the older brother had a little more than the other one. However, he had a larger family to support than the younger brother.

One autumn, they harvested their grain, but the older one worried about his younger brother, so at night he took some grain and secretly put it in the place where his brother stored his grain. The next day; even though, he had done this, his own grain supply was not reduced. The next night he did the same thing, and again the next day. Still, his grain supply was not diminished. It stayed the same.

He thought it was strange, so he hid in the field to see what happened. A few hours later, he saw a person approaching. He went out to see who it was. The stranger was his brother who was also worried about his older brother. Each night he had been taking grain to his older brother to help him!

This was true brotherly love. After that, they lived happily for the rest of their lives.

2.3.2 Expository Text

its functions to provide information or an explanation about object or subject. Expository paragraphs usually are more tightly structured, the information arranged according to the writing purposes and the relationship demanded by subject matter. A paragraph explains how something works, for instance requires chronological, step by step, organization. Besides that, expository writing should be precise, clear, and straightforward. Examples of expository writing are factual reports, statistics acts, or explanation of processes.

2.3.3 Argumentative Text

Argumentative text is a form of writing in which you argue for certain idea and try to persuade your readers to adopt your point of view. In argumentative writing, you not only inform but also attempt to convince the readers that your point of view is right. Written argumentative is sometimes more difficult because the readers do not see your facial expression, hear your voice, or experience your presence. For this reason, writing argumentative demands careful planning, analysis of your audience, and sufficient evidence to prove to your reader that your opinion is valid.

2.3.4 Descriptive Text

It relates to the description of something in order to make the readers see, feel or hear what the writer sees, feels, or hears. A description can be objective or suggestive. Objective description deals with facts of technicalities, you give no judgement or emotional reaction. Your purpose is mainly to describe fact, while suggestive description involves the impressions and feelings that the writer has

about what he/she is describing. Besides that, descriptive paragraph can be divided into description of place and description of a person. Here is the example:

Singapore is a city state; it is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philippines and brunei, it belongs to ASEAN, the Association of South East Asian Nations.

Like Indonesia, Singapore is a country of “Bhinneka Tunggal Ika”. Chinese, Malays, Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Koreans, Thais and Arabs also live on that tiny island. Singapore is sometimes called instant Asia because you can see varieties of customs, cultures and foods of nearly all Asia in Singapore.

The research here focused on descriptive text because based on the syllabus 2006, one of the texts that should be mastered by the first year SMK students is descriptive text.

2.4 Concept of Descriptive Writing

Keraft (1982: 93) defines descriptive writing is drawing important part of thing in writing subject very clearly and details. It means that in descriptive writing the writer should be able to make the reader understand the subject in his mind as clear as the writer sees it.

According to Crimon (1983: 163), descriptive is a strategy for presenting a verbal portrait of a person, a place, or a thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of “what it looks like”. It means that when we describe something, we need to capture both details so that the reader can understand what we mean.

Dangelo (1977: 247) also states that description is used to make the reader see or to point a verbal picture, and convey the significant physical or abstract quality of a person, a place, an event, an idea or an object. It means that when we describe our

subject, we must be able to make the reader understand what the writer means. Coffey (1973: 38) says that when we describe a subject one can use two kinds of detail: objective details and subjective details. It means that when we want to describe something, we must describe our subject in a variety of ways.

Furthermore, Coffey (1973: 38) points out that descriptive writing needs information about certain subject, because it will end up with much information and our reader will lose trying to sort it all out. Rather, choose one single impression or idea and have all our details focus on that. And then we gather all our subjective and objective details for our subject, decide which ones will effectively help us describe it, choose descriptive details that distinguish our subject from others like it, remember to describe our subject using all the senses: hearing, touch, tastes, smell and sight.

In addition, McKay (1985: 4) says that when we want to describe something we must be able to make the reader understand what we mean. She mentions also the most common types of descriptive are describing a process, describing an object, describing a place, describing a personality and describing an event. In this case the writer will emphasize one kind of describing a famous person and interesting place.

Here is the example of descriptive paragraph:

I found the perfect pocket watch in an antique store to give my son for his 21 st birthday. The face of the watch is white. It measures about one and one half inches (4 centimeters) in diameter. The numbers on the face are nice and big and the blue hands are very long and thin. The back of the watch is gold with three letters engraved on it. They are probably the original owner's initials. The watch came with a chain that is about 12 inches (30 centimeter) long. The best thing about watch is that it still keeps perfect time after all these years.

We can see that each sentence has the conjunction or connector to give us clearly and smoothly the describing of pocket watch, so, in this research, the researcher will apply the technique to help students in making descriptive paragraph effectively, clearly and smoothly.

Moreover, Referring to the explaining above, it can be concluded that descriptive writing is drawing important of thing in writing as clear as possible, so the readers understand what the writer means. In this case the researcher expects that the students can make an effective descriptive paragraph clearly that has the unity, coherence, development and a clear topic sentence.

2.5 Concept of Sentence Combining

Graham and Perin (2007, 1) defines that the sentence combining is the instruction which involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence. The purpose of this activity is not to produce longer sentences but rather to develop more effective sentences.

O' Hare (1975, 1) says that sentence combining operation is non-oriented, grammar study free, and wholly dependent on each individual's inherent sense of grammaticality. The sentence combining practice virtually guarantees students success and success should produce a positive, acceptant classroom syntactic experimentation and build confidence. It means that in sentence combining practice is countless ways to construct sentences. We will not find the one correct combination but to consider different arrangements before deciding which one is

most effective. In sentence combining practice, the teacher includes teaching grammar, vocabulary and mechanic of writing.

Kellogg Hunt (1967, 117) says that sentence-combining takes one sentence of a certain sort and another of a certain sort and combines them to produce one new sentence. The process of combining little sentences into bigger ones can be repeated of an indefinite number of times so that two, three, four, five, and even twenty can be combined into one complicated sentence. So, The combining those sentences can be done into three, two, or even just one clear coherent sentence by omitting repetitive words and phrases (such as “*she was*”) but keep all of the original details, and here are the sample combinations:

- *Our Latin teacher in high school was a tiny woman. She was swarthy and birdlike. She had dark, sparkling eyes and graying hair.*
- *When we were in high school, our Latin teacher was a tiny woman. She was swarthy and birdlike, with dark, sparkling eye and graying hair.*
- *Our high school Latin teacher was a swarthy. Birdlike woman. She was tiny, with dark, sparkling eyes and graying hair.*
- *Our Latin teacher in high school was a birdlike woman, tiny and swarthy, with graying hair and dark, sparkling eyes.*

The original model for this little combining exercise:

Our high school Latin teacher was a tiny, birdlike woman, swarthy, with sparkling dark eyes, graying hair. (Charles W. Morton, it has its charm)

To illustrate what actually sentence combining is, Saddler (2005, 45) and Strong (1986, 23) point out that sentence basically consists some types, e.g;

a. multiple (compound) sentence subjects or objects, they can be combined with a conjunction (e.g., *or*, *and*)

- *Skyscrapers in the city were damaged in the hurricane.*

- *Bridges in the city were damaged in the hurricane.*

Both sentences above can actually be combined as: *Skyscrapers and bridges in the city were damaged in the hurricane.*

b. Adjectives & Adverbs: When a sentence simply contains an adjective or adverb that modifies the noun or verb of another sentence, the adjective or adverb from the first sentence can be embedded in the related sentence, for example: -

Dry regions are at risk for chronic water shortages.

- *Overpopulated regions are at risk for chronic water shortages*

Both sentences above can actually be combined as: *Dry and overpopulated regions are at risk for chronic water shortages.*

c. Connecting Words: One or more sentences are combined with connecting words. Coordinating conjunctions (e.g., *and*, *but*) link sentences on an equal basis, subordinating conjunctions (e.g., *after*, *until*, *unless*, *before*, *while*, *because*) link sentences with one of the sentences subordinate or dependent on the other. There is the example: *The house was falling apart. No one seemed to care. (But).* Both sentences above can actually be combined as: *The house was falling apart, but no one seemed to care.*

d. Relative Clauses: Sentence contains an embedded, subordinate clause that modifies a noun, e.g; *The artist was the most popular in the city. The artist painted watercolors of sunsets. (who).* Both sentences above can actually be

combined as: *The artist who painted watercolors of sunsets was the most popular in the city.*

e. Appositives: Sentence contains two noun phrases that refer to the same object.

When two sentences refer to the same noun, one sentence is reduced to an appositive and embedded in the other sentence, e.g: *The explorer paddled the kayak across the raging river. The explorer was an expert in handling boats.*

Both sentences above can actually be combined as: *The explorer, an expert in handling boats, paddled the kayak across the raging river.*

f. Possessive Nouns: A sentence that describes possession or ownership can be reduced to a possessive noun and embedded in another sentence, e.g: *-Some historians view the Louisiana Purchase as the most important expansion of United States territory. -The Louisiana Purchase was President Jefferson's achievement.* Both sentences above can actually be combined as: *Some historians view President Jefferson's Louisiana Purchase as the most important expansion of United States territory.*

It is apparent that sentence combining skill involves combining single sentence into the complex sentence by using linear sequence of words, clauses, and phrases. The linear words mean that one idea logically leads to another idea in a natural way.

2.6 Teaching Descriptive Paragraph by Using Sentence Combining

Sentence-combining is a process which all writers and other users of language employ either intuitively or upon review and revision. The process of combining

little sentences into bigger ones can be repeated an indefinite number of times so that two, three, four, five, and even twenty can be combined into one complicated sentence.

In the classroom, writing activity is frequently stimulated by the teacher, but students also need opportunities to initiate their own ideas for writing. The teacher's role, hence, as one support and encouragement, is helping the students to develop shape and form of writing and one of the ways of sentence combining practice.

In this activity, teacher will use the kernel sentence and it must be made into the complex sentence. It uses the transformational rule. The transformational rule may consist of a word, phrase, or punctuation mark which can be inserted into the sentence.

In a sentence combining exercise, students are presented with a sequence of short clauses each expressing a simple situation, together, the propositions make up a little story to essay. By transforming the short clauses and combining them into longer sentences, the students then produce a coherent and fluent piece of text. Exercises are often accompanied by instructions to combine clauses in a particular syntactic (e.g. use a relative clause). This requires by the student of grammatical terminology.

Students will be given two sentences to combine, a section of the second sentence is underlined and there was a cue in parentheses at the end of the sentence. The

students are instructed to ensure the cue in parentheses preceded the underlined section of text in the newly combined sentence. For example:

They tried to put the worm in their bag.

The worm did not fit in their bag. (But)

These sentences might be rewritten as " *they tried to put the worm in their bag, but the worm did not fit.*" Because both sentences have the contrast meaning, so the right connector is *but*.

2.7 The Procedures of Teaching Writing through Sentence Combining

1. The teacher prepares the papers that consist of sentence that will be combined, it talks about describing something). It consists of the sentences that will be made into one paragraph.
2. The teacher gives a little explanation about the paper given. For example is explaining about the using of adjective clause or conjunction in a sentence. The use of adjective clause or conjunctions can be seen from the function of adjective clause or conjunctions. (The use of *who, whom, whose, where, when, which, that,* etc and conjunctions such as *and, or, but,* etc)
3. The teacher makes the pairs or groups of students
4. The teacher gives the example how to make the sentence by using the conjunction or adjective clause; and then, Teacher gives the explanation about the procedure of using the conjunctions or adjective clause in sentence combining procedure. Here are some sentences constructed by using adjective clause:

Combine the two sentences into one by using adjective clause!

1. The waitress was a bad guy. He over charged us.

2. My English teacher always gives me a good grade. He is a nice teacher.

3. *The man has a beautiful daughter. He is a policeman.*
4. *My sister always sends me some letters. She is teaching in Singapore.*
5. *The musician is very skilful. She is also a doctor.*

Answer

1. *The waitress, who over charged us, was a bad guy.*
2. *My English teacher, who is a nice teacher, gives me a good grade.*
3. *The man, who is a policeman, has a beautiful daughter.*
4. *My sister, who is teaching in Singapore, always sends me some letters.*
5. *The musician, who is also a doctor, is very skillful.*

5. The teacher gives chance to the students to ask any question.

6. If the students understand about how to combine the sentence, now the teacher has students take a look at the example of combining sentences into one paragraph

Here is the example:

New York City

*New York City is in the United States.
 New York City is located in New York State.
 It borders on the Atlantic Ocean.
 It was founded in 1625 as "New Amsterdam".
 It was first settled by the Dutch.
 It is important for commerce.
 Wall Street is located in New York City.
 It has many national and international banks.
 It has many important skyscrapers.
 The World Trade Center is located in New York City.
 The Empire State Building is in New York City.
 New York City is an important city for immigration.
 Ellis Island used to be the entry point for many immigrants at the turn of the century.
 There is an interesting immigration museum on Ellis Island.*

7. The students combine the sentences into one paragraph.

8. The students are asked to write in their group. And then the students start to work after they understand the instruction. Here is the example of student's work ideally

"New York, New York is located on the Atlantic Coast of the United States of America. It was first settled as "New Amsterdam" in 1625 by the Dutch. Today, New York City is an important commercial and banking center which includes

Wall Street. Among its many important skyscrapers are the World Trade Center and the Empire State Building. One of the most interesting museums is on Ellis Island which served as the entry point for many immigrants who passed through New York City at the turn of the century.

9. The students finish their writing and then teacher collects them all.

The teacher should point out that the sentence combining practice, there is no grammar oriented. It is just to make the effective paragraph. So, by doing this practice, students can produce the paragraph well.

2.8 Theoretical Assumption

The quality of paragraph is not only defined by its correctness on grammatical structure and vocabulary, there are other aspects which also determine its quality: content, organization and language use. Sentence combining does not make the paragraph in a long sentence, but it makes the paragraph that has the effective sentence. Providing sentence combining in the classroom activity gives they free thinking of students to make their own word. They can create the paragraph based on the sentences that will have been given to them. The idea of paragraph can be taken from the sentence.

In conclusion, the writer assumes that sentence combining can be applied to the students of the second level, especially in teaching descriptive paragraph writing

2.9 Hypothesis

Based on the theoretical assumption above, the researcher formulates the following hypothesis:

Using sentence combining can give the positive effect to improve the students' descriptive paragraph writing achievement at the eleventh grade of SMK in terms of effective paragraph writing.